

Outdoor Leadership

Theory and Practice



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PART I

Foundations of Outdoor Leadership

To study the foundations of a given profession or practice is to study the value of that profession or practice to society. The value of a profession to society can be considered from a variety of theoretical perspectives. An economist might ask what financial benefit a profession holds for society. A sociologist might ask what benefit a profession holds in addressing contemporary social problems. A psychologist might ask what benefit a profession holds for improving the psychological welfare of members of society. An ecologist might ask what benefit the profession holds in addressing environmental concerns. Studying the foundations of a profession is the act of asking why we do what we do in a given profession. This section focuses on the value of outdoor leadership as a professional practice.

Chapter 1, *The Journey Begins*, defines the nature of the practice. It is intended to give a sense of the general purpose of outdoor leadership and, in

doing so, a sense of the potential value of outdoor leadership to society. The chapter also describes outdoor education and outdoor recreation as contexts in which outdoor leadership is practiced.

Chapter 2, *History of Outdoor Leadership*, gives an overview of the development of outdoor leadership as a profession. Outdoor leadership is a young and growing profession. This chapter is intended to give a sense of the professional heritage of outdoor leaders.

Chapter 3, *Professional Development*, gives an overview of the professional opportunities that are currently available in the field of outdoor leadership. This chapter is intended to give a sense of the scope of the profession through an overview of the professional associations that influence the field and the professional settings in which outdoor leadership is currently practiced. It offers a contemporary view of the profession of outdoor leadership.



Chapter Concepts

- Purpose of outdoor leadership—Outdoor leaders must understand the nature of the profession and its value to society.
- Outdoor leadership in context—Outdoor leadership is practiced primarily within the context of outdoor education and outdoor recreation.
- Outdoor leadership as a professional journey—Outdoor leaders embark on a journey that leads to continual growth and development.

The chapter concepts relate to the following core competencies:

- Foundational knowledge (CC-1)—Outdoor leaders must have a clear sense of purpose in their work.
- Self-awareness and professional conduct (CC-2)—One of the most important aspects of outdoor leadership is recognizing one's abilities and limitations and defining areas for future growth.

As a sophomore in college, Bill agonized over career options. His grandfather had been a lawyer and his grandmother had always encouraged him to pursue law as a career. Bill seriously considered it but decided that being a lawyer was not for him. His other grandfather had been a medical doctor, but Bill knew that he didn't want to be a doctor. He had also considered following in his father's footsteps as a director of a youth services program. Bill had been active in the program while growing up. He had attended the program's summer camp nearly every summer as a child, and he worked as a camp counselor at the same camp during college. Bill could envision himself in that kind of career, but he just wasn't sure. Bill's mother worked as an activity director at a nursing home. Bill thought about that type of career but could not envision himself working in a nursing home. His favorite subject in school was history, but he could not envision himself working in a museum or teaching history. And he definitely could not envision himself in a confined office space working for an insurance company or some other corporation. Bill knew that he wanted to work with people in a helping profession. It was not until he became involved in his college's outdoor adventure program that he finally realized what he wanted to do.

One of Bill's friends invited him to an open house that the college outdoor adventure program was hosting to introduce students to the program. The program offered single- and multiday trips hiking, backpacking, rock climbing, caving, canoeing, kayaking, rafting, hang gliding, and bicycling. One of the features of the program that excited Bill the most was that many of its trips

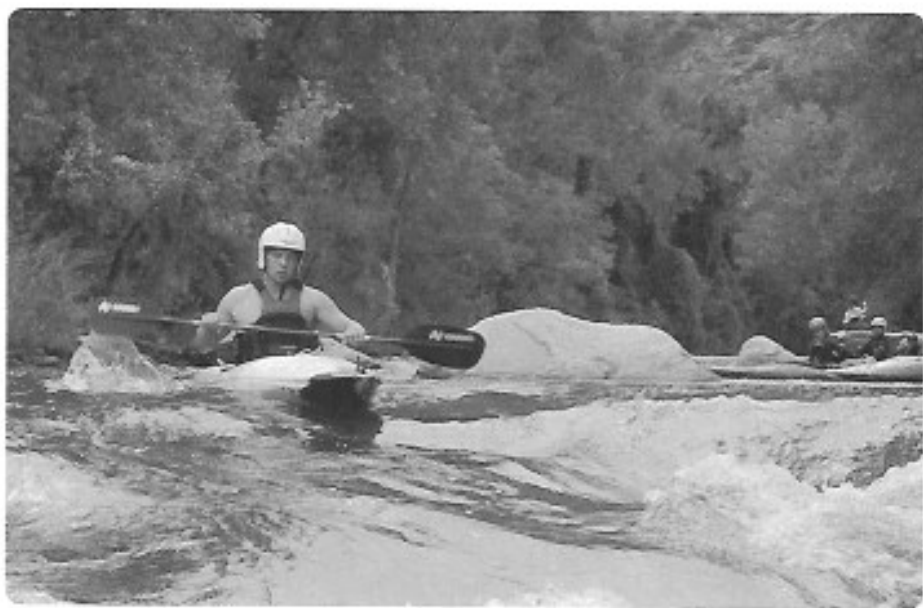
were student-led—in addition to recruiting students to participate in the program's activities, the program director was recruiting students to become leaders in the program. Bill excitedly introduced himself to the program director, expressing his interest in becoming a student leader. He recounted to the program director his summer camp experiences and his many family canoeing and camping outings. After hearing all of this, the program director put his arm around Bill's shoulders and exclaimed, "Well, Bill, we've got a training program for you!" To his chagrin, Bill realized that becoming a leader in the program was not as simple as that. There were some hoops through which he would have to jump first. The first of these was a course in outdoor leadership. This course served as the cornerstone of the outdoor adventure program's student leadership development process and as the cornerstone of the college's degree program in outdoor leadership. Bill eagerly signed up for the course, thus beginning his career in the field of outdoor leadership.

By the time Bill finished his undergraduate degree in outdoor leadership, he had become a senior leader in the college's outdoor adventure program, specializing in caving, canoeing, and white-water rafting. The program director had become a close friend and mentor, and Bill had decided that he wanted to be a director of a college outdoor program, too. Bill couldn't believe the news when he was offered his first professional position as an outdoor leader. What a long way he had come! The job that he was offered upon graduation was that of an assistant director in a college outdoor program at a small private college.

Is there an innate need in humans to explore? What is it that inspires us to explore? To begin, there are certainly political and economic motives for exploration. European explorers sailing westward across the Atlantic did so in search of a new trade route to the East. Lewis and Clark's expedition was driven largely by the desire of the United States government for political and economic control of a large swath of North America. Our current space exploration program began as a result of political and military competition between the United States and the Soviet Union during the Cold War. Today, the program is driven largely by a desire for scientific discoveries and technological developments that can lead to the development of new industries here on earth.

There are also personal motives for exploration. Explorers are often drawn by a desire for the honor and glory that follows from exploration, or even by sheer curiosity about what lies beyond the next horizon. Explorers are also often drawn by a more fundamental reason, the desire to better know themselves.

Exploration and self-discovery are one of the underlying themes in this textbook. Exploration and self-discovery represent the spirit of **outdoor leadership**. Outdoor leaders are drawn to the profession not just for the opportunities that the outdoors provides for adventure in a traditional sense but also for the opportunities for the adventure of looking inward and getting to know yourself. One of the things that Bill found most appealing about the outdoors as a leader is that it offered him constant challenges that compelled



Learning to kayak on Clear Creek in Golden, Colorado.

him to continually grow and develop as a leader and as a person. Once he began his professional journey, he quickly realized that his career choice represented just that, a journey filled with opportunities for self-discovery and growth. He also realized that his career choice would allow him to help others make similar journeys as participants in his programs. He would be able to help others experience not only the joy and adventure that can be found in nature but also the joy and adventure that can be found in getting to know themselves better.

This book is an introductory textbook on outdoor leadership. It is intended for those who are just beginning their professional journey in the field of outdoor leadership and for those who are considering outdoor leadership as a potential professional pursuit, whether on a full-time or part-time basis. This text explores the theory and practice of leadership as it applies to the fields of **outdoor education** and **outdoor recreation**.



Learning Activity 1.1

Reflect on past adventure experiences in your life. Describe one of those experiences to your classmates. How did you get involved in the experience? What was the experience like? Why was it adventurous? What did you gain from the experience? Did the experience change you in any way? Would you engage in such an experience again?

What Is Outdoor Leadership?

Outdoor leadership is the practice of leading individuals and groups into natural settings via a variety of modes of transportation: walking, biking, canoeing, caving, kayaking, and mountaineering, to name a few. Three primary goals define the practice of outdoor leadership (Petzoldt 1984):

- Outdoor leaders aim to ensure the safety of individuals engaging in outdoor education and recreation experiences.
- Outdoor leaders aim to ensure the protection and preservation of the natural environments into which people venture for outdoor education and recreation experiences.
- Outdoor leaders aim to enhance the quality of outdoor experiences for individuals with whom they are working.

Paul Petzoldt (1984), who had a hand in the establishment of Outward Bound in the United States, the National Outdoor Leadership School, and the Wilderness Education Association, suggests that a number of elements comprise effective leadership in the outdoors. One of the most important of these elements is recognition and acceptance of one's abilities and limitations as a leader. Outdoor leaders do not necessarily have to be the most knowledgeable or experienced people in a particular outdoor pursuit, but they should recognize their limitations and not get themselves and their groups in over their heads. An outdoor experience that results in discord within groups; physical discomfort from blisters, cold, and hunger; unfulfilled personal and group goals; and injury or harm to participants are all indicators of poor leadership. If your leadership results in conditions such as these, you are doing something wrong as a leader. The goal of this text is to inform you of the elements that comprise effective leadership in the outdoors. Integral to your journey through this text is a process of self-reflection intended to assist you in assessing your abilities and limitations and identifying areas for growth as an outdoor leader.

Understanding Leadership in Outdoor Education and Recreation

Outdoor leadership is practiced within a variety of contexts. These contexts will be discussed extensively in chapter 3 to give an idea of the professional opportunities that are available in

the field of outdoor leadership. Most of these contexts fall within two categories: outdoor education and outdoor recreation. Though similar in many ways, outdoor education and recreation are different disciplines. Outdoor education is part of the broader field of education, while outdoor recreation is part of the broader field of recreation and leisure. To develop a better understanding of the professional contexts in which outdoor leadership is practiced, we offer definitions of these different disciplines.

Recreation and Leisure

In defining outdoor recreation, it is necessary to define the broader framework within which it is situated. When the term **recreation** is used today, it is typically used synonymously with **leisure** (Jordan 1999; Russell 1996). However, there is a distinction between the two terms. Recreation is considered leisure, that is, recreation occurs during leisure time, but leisure is a broader concept than recreation.

Leisure is nonwork activity into which people enter voluntarily for enjoyment's sake, but this does not mean that leisure is purposeless. Russell identifies some of the potential benefits of leisure as "relaxation, diversion, refreshment, and re-creation" (1996, p. 34). She gives the following description of leisure:

Although the psychological condition of leisure suggests it is simply a matter of "feeling good," the connotation goes beyond this. Leisure is an entire way of being—an opportunity for building purpose into life—capable of providing opportunities for self-expression, self-achievement, and self-actualization. Leisure is engaging in flights of imagination, developing talents, looking at things in new ways, and being ourselves. (p. 35)

Wall states that a psychological definition of leisure and recreation "reminds us that we are not providing opportunities to recreate in and for themselves; rather we are making available the chance to achieve a wide range of satisfactions, which vary from individual to individual, from activity to activity, and from place to place" (1989, p. 4). Kelly notes, "Leisure is not in the time or the action but in the actor. . . . The leisure attitude is a way of life, a philosophy about living, a psychological condition" (1982).

The Greeks used the terms *scol*, *scholē*, or *skolē*, from which the modern term *school* is derived, to refer to leisure. The modern term *leisure* is derived from the Latin term *licere*, which means

"to be free." As such, leisure time is considered to be time free from obligation to work, family, community, and so forth.

Aristotle was the first major Western thinker to consider the nature of leisure. He divides leisure into three components: amusement, recreation, and contemplation. Amusement represents a passive form of leisure in which individuals exert little energy in the activity. Going to the movies is a form of amusement. The couch potato who spends time in front of the television watching sports or soap operas is engaged in an amusement activity. The spectator who sits in the stands watching a college football game or a NASCAR race is engaged in an amusement activity. Amusement activities are activities in which the spectator is enthusiastically engaged, but the activities are physically passive in nature.

Recreation, a term that is derived from the Latin *recreare*, which means "to regenerate, refresh, or recreate," represents a form of leisure in which individuals exert energy through some form of physical activity (Jensen 1995). Rather than simply watching others play for the sake of amusement, recreation entails participation in the activity. White-water rafting in a paddle raft is considered a recreation activity, for example, because everyone in the raft has a paddle and contributes to the movement of the raft down the river. Hiking and backpacking are likewise considered to be recreation activities because of the level of physical exertion they require.

Contemplation, in Aristotle's view, is the highest form of leisure. Aristotle considered contemplation a luxury afforded only during leisure time. The importance of contemplation within the Greek tradition is based on its role in ascertaining knowledge and understanding. In Aristotle's mind, to live in a state of knowledge and understanding was to live in a state of happiness. Aristotle considered contemplation to be the route to happiness, or humanity's highest good. Consequently, Aristotle considered contemplating life's great questions to be the highest form of leisure. Leisure was viewed within the Greek tradition as a means for self-cultivation.

Aristotle disdained amusement because of its passive and unproductive nature but appreciated



Mountain-biking among the aspens in Golden Gate Canyon National Conservation Area.

recreation because of the positive benefits it holds for the human body (Murphy 1981). Kurt Hahn, the founder of Outward Bound, also held little appreciation for amusement as a form of leisure activity. He considered "spectatoritis" to be one of the many ills afflicting our society (James 1995, p. 61).

While the concept of leisure developed within the Greek tradition, its meaning for the Greeks is different than its meaning in contemporary society. According to Neulinger (1981), there is no single definition of leisure but, rather, different understandings of leisure. Like the idea of happiness, leisure can mean different things to different people. Noting this divergence of opinion regarding the character of leisure experience, Neulinger writes, "To one person it may mean something good, to another something bad, to one something active, to another, something passive, still to another something noble and worthwhile, while to another something to be frowned upon, nay, immoral" (p. 1).

Neulinger's point is that there is an element of subjectivity in leisure experience. One person's work may well be another person's play. One person may cook solely for the sake of feeding a family. Cooking in this case is likely perceived

as a chore. Another person may cook not merely for the sake of eating or feeding the hordes but for the simple pleasure of cooking. The same is true for gardening, home improvement, or any other activity, including outdoor activities. Outdoor recreation activities may represent leisure experience for some, but they can represent drudgery for others. Outdoor recreation activities are not always pleasurable even to the outdoor enthusiast because of the strain of carrying a backpack, enduring rain and cold, and so forth. The idea, though, is that by being in the outdoors, we open ourselves to the possibility of the rewards that outdoor recreation can yield.

Despite this element of subjectivity, three elements are common to all contemporary definitions of leisure. First, all leisure involves an element of perceived freedom; second, all leisure involves an element of intrinsic motivation; and third, all leisure experiences are aimed at some positive outcome.

Outdoor Recreation

Just as recreation is one aspect of leisure, outdoor recreation is one aspect of recreation. While recreation is considered to be the physically active side of leisure, outdoor recreation is considered to be recreation activities that occur in natural settings. Ford (1981) defines outdoor recreation as "All those leisure experiences in the out-of-doors that are related to the use, understanding, or appreciation of the natural environment or those leisure activities taking place indoors that use natural materials or are concerned with understanding and appreciation of the out-of-doors" (p. 18).

Outdoor recreation is an applied discipline that developed during the mid-20th century in response to growing concerns about the recreational use of natural areas throughout the United States, Canada, and other countries around the world (Manning 1986). It is viewed as an applied discipline because it arose to address specific needs in society, unlike conventional theoretical disciplines such as philosophy, history, and mathematics. Outdoor recreation opportunities grew tremendously during the 1950s along with the rise in economic prosperity in the United States, Canada, and other Western nations. Increased economic prosperity resulted in more leisure time. With the introduction of "automobile tourism" (Carley 2001) and the interstate highway system, America's historically remote and pristine areas

suddenly became more accessible. The environmental effects of the increased use of natural areas served as the impetus for the development of outdoor recreation as a field of study.

The first significant study of concerns related to outdoor recreation was conducted by the Outdoor Recreation Resource Review Commission (ORRRC), a federal advisory board created by President Dwight Eisenhower in 1958 to assess the state of outdoor recreation in the United States and to make recommendations for its future development. The findings of the commission were published in 1962 in a report entitled *Outdoor Recreation in America*. This report revealed an absence of literature on outdoor recreation. Manning (1986) notes that the Library of Congress' card catalog system held no subject heading for outdoor recreation at the time and that there were fewer than 10 entries in the system with the phrase "outdoor recreation" in the title. The ORRRC's recommendations resulted in the Outdoor Recreation Act of 1963 and the Land and Water Conservation Fund Act of 1965. These two acts of Congress provided two of the primary instruments through which the goals laid out in the ORRRC report were accomplished. The acts provided federal money for the development and maintenance of outdoor recreation areas nationwide and they framed outdoor recreation as a social need that should be provided for the public good. Participation in outdoor recreation steadily increased during the past century and it continues to grow in the 21st century.

Outdoor recreation is considered to be a multidisciplinary field of study because of the wide array of concerns that it addresses. For example, natural scientists such as biologists and ecologists are concerned with the environmental effects of outdoor recreation. Economists are interested in the commercial value of an industry created by the pursuit of outdoor recreation activities. Psychologists are interested in the value that outdoor recreation activities offer to individuals in terms of life satisfaction. The list goes on.

According to Jensen (1995), outdoor recreation is unique from other forms of recreation because of its reliance on the natural resource base. Outdoor recreation activities, he contends, are those recreation activities that occur in natural outdoor settings typically removed from the daily home environment. Outdoor recreation and recreation in general involve more than just the activity itself. A series of phases constitute the overall outdoor recreation experience:

- Anticipation
- Planning
- Participation
- Recollection

This series of stages can be applied to any activity, leisure activity or not. The sense of anticipation in outdoor recreation experiences, however, tends to be heightened due to the nature of the activity, and planning for outdoor recreation activities is typically more involved and complex. The sense of fulfillment that the participant experiences once the activity is concluded, moreover, is also heightened because of the level of exhilaration and sense of accomplishment generated through participation in the activity.

Outdoor Education

Outdoor education is comprised of two primary disciplines: **environmental education** and **adventure education** (Priest and Gass 1997). Outdoor educators serve as environmental educators, adventure educators, or both. In addition to these two disciplines, **experiential education** is also discussed in this section because it serves as the primary basis for teaching in adventure education and environmental education.

Environmental Education

Priest and Gass (1997) state that environmental education is concerned with two types of relationships: **ecosystemic relationships** and **ekistic relationships**. Ecosystemic relationships refer to the "interdependence of living organisms in an ecological system." Ekistic relationships refer to "key interactions between human society and the natural resources of an environment. . . . In other words, how people influence the quality of the environment . . . and how, in turn, the environment influences the quality of their lives" (p. 17). Environmental educators teach people about the relationship of humans to the natural world. This involves developing an understanding of ecosystems and the place of humans within those systems. It also involves developing an understanding of issues in natural resources management, environmental preservation, and other areas of



Rappelling in the Colorado Canyons National Conservation Area.

concern in the field. Environmental educators do not simply teach about the environment for the sake of fulfilling the intellectual curiosity of their students. They focus on a much more fundamental concern: teaching about the environment for the sake of creating ecologically or environmentally literate members of society (Volk 1993; Golley 1998; Orr 1992). Project WILD, Project WET, Project Learning Tree, and the Leave No Trace Center for Environmental Ethics are all organizations that are designed to provide environmental education programming.

Adventure Education

Adventure educators provide opportunities for personal and interpersonal growth through adventure experiences. This can involve using the challenges of wilderness living and travel to develop greater self-confidence. It can also involve using the aesthetic beauty of natural environments as a source of spiritual enrichment. Or it can involve teaching individuals to use adventure sport to maintain a healthy, active lifestyle. These are a few of the ways in which adventure education can be used for personal growth.

Adventure education can also be used to teach people to work more effectively as groups. Outdoor

expeditions provide a wonderful opportunity for addressing such concerns as communication, problem solving, and conflict resolution as they work to accomplish common goals and objectives. Challenge ropes courses provide another setting in which groups can work on such concerns. The skills that people develop in working with one another in adventure settings can be easily transferred to other areas of their lives. Corporate life is one segment of society that has embraced adventure programming as an effective tool for the development of teamwork among employees because increased teamwork equals increased productivity.

Experiential Education

The Association for Experiential Education (AEE), one of the primary professional associations in outdoor education and recreation, has defined experiential education as follows: "Experiential education is a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values" (AEE 2005). Outdoor education can be viewed both in terms of educational content and educational method. Experiential education is the primary method by which outdoor educators deliver educational content. Environmental education and adventure education are the basis of the content.

Sharp offers a definition of outdoor education that refers to the value of experiential education:

That which can best be learned inside the classroom should be learned there. That which can best be learned in the out-of-doors through direct experience, dealing with native materials and life situations, should there be learned. This approach to education rests squarely upon the well-established and irrefutable principle of "learning by doing." (1957, p. ii; as cited in Ford 1981, p. 4)

Golley (1998) makes a pitch for experiential education as the best method for teaching students about the natural environment:

Experience is the trigger for environmental literacy. It ignites curiosity and tests the muscles. It teaches us that we live in a world that is not of human making, that does not play by human rules. We call this world *nature*. To build environmental literacy we must go beyond books and libraries and experience nature directly. Only then do we gradually come to recognize a depth and complexity in nature that continually challenge and surprise us. . . . (p. x)

Smith and Williams (1999) also give a pitch for experiential education as the best method for teaching students about the natural environment. One of the key principles of environmental education is "the development of personal affinity with the earth and through the practice of an ethic of care" (p. 6). This personal affinity is best developed through direct experience with the natural environment, experience that allows students to develop an appreciation for and caring attitude toward that environment. Hunt (1990) also argues that experiential education is the best method for developing character in individuals. The best way to develop good character is through the development of proper habits. Habits can only be developed through repetitive practice—through experience.

Relationship of Outdoor Education to Outdoor Recreation

What is the difference between outdoor education and outdoor recreation? Considering the definitions just offered, there appears to be little difference between the two. When practiced properly, they are actually quite similar. The goal of each is the attainment of new knowledge, skills, and attitudes about the world. The Greek notion of recreation and leisure was centered on the concept of self-actualization, or the development of people to their fullest potential. The use of the term *scholē* by the ancient Greeks to refer to the concept of leisure shows its similarity to our contemporary understanding of education.

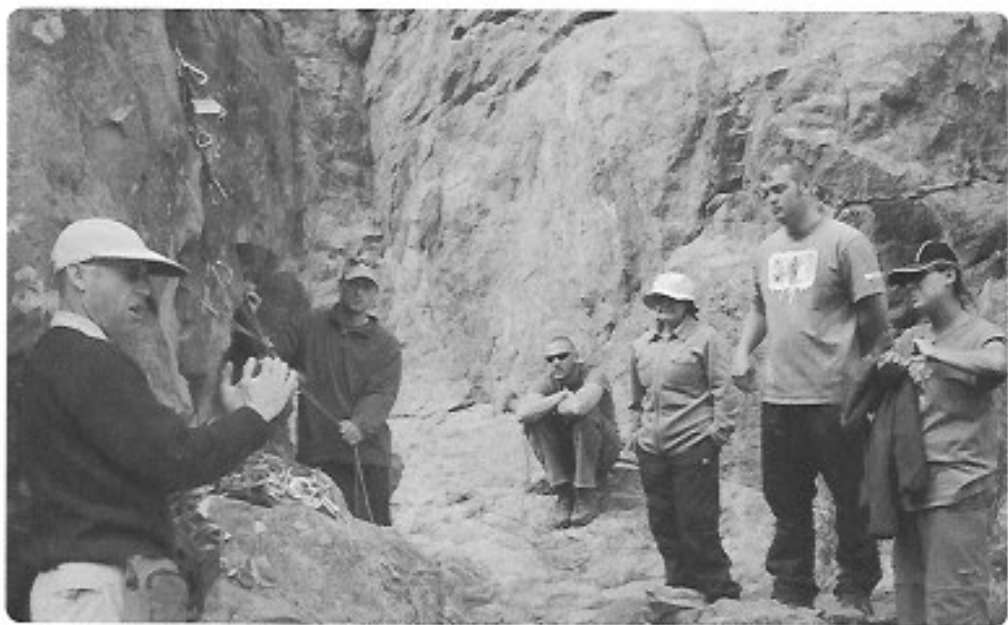
Distinctions begin to arise between outdoor education and outdoor recreation, however, when considering the character of the broader disciplines within which each is based. Distinctions arise primarily when considering the two disciplines in a formal sense or the contexts and ways in which each is practiced. Education is often thought of in terms of schooling. Students go to the same place, a school building, each day for a specific amount of time to study a particular set of subjects. The goals of education are oriented toward the development of competence in these subject areas. Recreation, on the other hand, is often thought of in terms of nonschool and nonwork activity that occurs in a wide variety of settings, ranging from community recreation centers to day care programs. The goals of recreation are more loosely defined because of the participant-centered nature of recreation. Goals are framed by the nature of the program, and recreation leaders attempt to facilitate the achievement of goals throughout the course of the program.

The distinctions between the two disciplines fade when considering the practice of each in natural settings. The context in which outdoor education and outdoor recreation are practiced is the same. Each employs activities that are essentially the same. Specific goals and objectives may vary depending on the character of the particular program, but both outdoor education and outdoor recreation ultimately aim for growth and development among program participants. Outdoor leaders essentially are both recreation leaders and educators.

As Ford notes, "Only through education can one develop the skills, knowledge, and attitudes needed for the wise leisure use of the natural environment" (1981, p. 18). Not all outdoor recreation experiences include an educational component, but education is integral to developing the ability to competently engage in particular outdoor recreation activities. Not all outdoor education experiences are recreational in nature for program participants, but many are. In the case of physical education in particular, the goal is to teach students recreation activities, or adventure sports, in which they might engage for the sake of maintaining healthy, physically active lifestyles.

Professional-Development Portfolio

When Bill entered the outdoor leadership program at his college, he soon discovered that many of the professions that he had considered before deciding on outdoor leadership as his career were related in many ways to outdoor leadership. He discovered that he would have to develop wilderness first aid skills to be a competent outdoor leader, skills based in the field of medicine. He realized that he was not simply a leader in the outdoors but also a teacher as he began to instruct others in canoeing, kayaking, and other adventure sports. He discovered that he would get to indulge his interest in history by teaching program participants about the natural



Teaching technical rock climbing in the Colorado Canyons National Conservation Area.

and cultural heritage of the areas in which they traveled as part of their activities. He also realized that the process of becoming a competent outdoor leader would entail an extensive journey of professional development.

Personal and professional development is a process that never ends. The purpose of professional development is to help practitioners in the field progress from peripheral to full participation—to progress from being a novice to being an expert—in the profession. It is intended to help practitioners develop the mastery needed to be competent, qualified professionals.

One of the essential qualities of an effective outdoor leader is the ability to recognize one's abilities and limitations within a situation and define areas for personal and professional growth. This book offers you an opportunity to do just that. Each chapter includes professional-development exercises that comprise a professional-development portfolio. As you progress through each of the following chapters, you will be asked to assess where you are in your development as a leader. The professional-development portfolio exercises encourage you to assess your strengths and weaknesses in different areas of expertise, your motivations for becoming an outdoor leader, your attitudes about particular social and cultural issues, and your conceptions of leadership, morality, and cultural diversity, among other things. Most importantly, in this process you will be asked to identify areas for future growth and development.



Professional-Development Portfolio Activity

Write a short essay describing leadership experiences you have had in the past. They can be personal, professional, volunteer, or paid experiences. They can be experiences that have occurred within the context of outdoor education and recreation or within any other context.

Summary

Outdoor leadership is the practice of leading individuals and groups into what Petzoldt (1984) refers to as the "wild outdoors." Effective outdoor leadership ensures participant safety, preservation of the natural environment, and positive outcomes for group participants. Outdoor leadership is practiced primarily within the context of outdoor education and outdoor recreation. The goals of outdoor recreation are leisure oriented. Outdoor recreation activities are physically active leisure experiences that occur in the outdoors. The goals of outdoor education are twofold: to create opportunities for personal and interpersonal growth and to create opportunities for people to learn about the natural environment.

This text is focused on assisting you in becoming an effective outdoor leader, which involves a process of self-reflection that will help you determine areas of growth in your development as a leader. As Bill realized, one of the most exciting aspects of outdoor leadership is the opportunities that it provides not only for adventure in the traditional sense but also for the self-discovery and growth, both personal and professional, that go along with that adventure. Enjoy the journey!

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